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ABSTRACT

The problems and potential benefits of a term paper for an upper-division economics course are explored, and trends over 3 years are reported. The industrial organization course involves writing an industry case study term paper. Three concerns that are addressed in a term paper guide are discussed: topic selection, the organizational structure of the paper, and the quality of writing and the extent of analysis. Topics choices during 1981-1983 are identified; preference in topics by gender is mentioned. Attention is also directed to promoting a closer relationship between the teacher and library staff. An overview of library instruction, which involves a single lecture and a printed library guide for each student, is included. Results of evaluating bibliographic instruction are provided concerning the number and types of references in submitted papers, the use of periodical indices, and interlibrary loan requests. Supplementary materials are presented, including an excerpt from the "Guide to Writing the Term Paper," a "Guide to Library Use for the Economics of Industrial Organization." (SW)

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# INTEGRATING THE TERM PAPER

# INTO ECONOMICS COURSES AT LIBERAL ARTS COLLEGES:

# INDUSTRY CASE STUDIES PAPERS AT SUNY--POTSDAM

A PRELIMINARY STUDY

by

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HE 017 310

A paper presented at the annual meetings of the New York State Economic Association, Syracuse, April 7, 1984.

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## INTRODUCTION

Liberal arts colleges foster their reputation of providing an opportunity for a more personalized educational experience than that available to undergraduates at the large university campuses. In economics programs, this individual attention typically includes a greater reliance upon learning outside of conventional texts and evaluation beyond in-class examinations. The problems associated with and potential benefits available from the term paper in non-intermediate theory upper division economics courses are explored in this paper. The design and three year progress report are presented for an Industrial Organization course attempting to implement a consistent, integrative approach to industry case study term papers; the model has, with modifications, been applied to other courses in economics at SUNY Potsdam.

The potential payoffs to the student of a required term paper are numerous; papers develop analytical, research, and writing skills, initiative and creativity, as well as complementing other learning and evaluation devices. However, far too often a large proportion of the class finds the paper an unfulfilling and discouraging experience. An analysis of the underlying problems encountered together with a precise listing of desired benefits are employed in order to design a coherent approach, involving a closer instructor relationship with library staff, a careful timetable of deadlines, and a compatible course agenda relating reading assignments with paper requirements. Deficiencies of the current design and suggestions for further modifications are explored.

## ADVANTAGES OF TERM PAPERS

Where class sizes and faculty work loads permit, term papers or projects present several appealing features to both the student and instructor that are not available through the examination-only approach. One potential benefit of the term paper is to provide a complementary learning device to exams for

students. Students have the opportunity to study the course concepts through both the format of an ordered syllabus of topics tested on throughout the term and also through a single unifying research topic written up in a term paper.

In addition, a term paper provides motivation for the course material while developing the ability to work independently. Students, if they are permitted to select a topic of interest, are more likely to study the course theory and methodology and get "into" the subject matter in greater depth. With sufficient support from library and instructional staff, initiative, creativity and independence are encouraged as well.

The goals of individualized education with applications of theory are also capable of being achieved in a course requiring a term paper. Students may be able to tailor their topic choice to their interests, background, family or personal connections, and career goals; in this way, each person experiences a different course adapted to his/her own needs. Moreover, application of course methods and concepts to a topic of investigation enables the student to retain the theory longer by tying it to a contextual case; the dry definitions and theory of concentration and entry barriers comes alive when illustrated, for example, by the soft drink industry.

More diverse skills are developed when a term paper is employed. Even essay exams offer students the refuge of time limitation rationalizations whenever written expression is weak. A paper requires a student to develop in a disciplinary context abilities acquired in freshman composition courses. Outlining, rewriting, referencing, summarizing, and critical thinking are all essential to a quality paper. In addition, library research skills are usually emphasized and oral expression may also be a learning dividend where class presentations are included.

The professor and student both gain under a term paper mode of instruction. An additional dimension of evaluation becomes available to the instructor for grading purposes and

subsequently for job or graduate school references; students who do not perform well under time and pressure exam situations have another opportunity to display their mastery of the subject in an alternative format. Students may also wish to include the paper in an undergraduate portfolio or develop it into a senior thesis paper.

## SOME COMMON PROBLEMS WITH TERM PAPERS

Despite all of the above advantages, numerous barriers often arise in implementation. These impediments may prevent the term paper from being a satisfying experience for the student and the course from achieving its potential benefits.

Too often, a conflict aries between the motivational, individualizing, and applications aspects and the basic course themes. A topic of interest to the student may be only peripherally related to the subject matter of the course, thus not offering an opportunity to put a majority of the methodology of the syllabus into an applied context. A broadly enough defined topic to apply the course material is in danger of being either unmanageably involved or capable of only superficial treatment in a ten to fifteen page paper. On the other hand, the recourse to more formal, narrowly-defined subjects in the economic literature may result in too theoretical, sophisticated or technical reference sources for undergraduate work and may not provide a unifying experience for the course.

A more logistical concern also affects the quality of the end product. The time provided for a semester course (let alone a quarter-system course), where a student first encounters a subject topic-by-topic spread evenly throughout the term, prevents deliberate and rational self-selection of paper topics. Discrimination against end-of-the-syllabus areas of the course occurs as students justifiably fear the unknown. Extended deadlines for final topic selection (plus late changes of topics) are often built into the course to permit students to get a "feeling for the range of subject matter" in the discipline;

time for researching and writing the paper are therefore further reduced. Moreover, research and analysis may be unbalanced due to lack of awareness of tie-ins with yet to be introduced concepts in the course. Finally, resort to blind or enforced selection of topics, in order to expedite work on the papers, results in an unacceptably high rate of interest mismatches and insufficient enthusiasm to carry the student through the process to completion.

Another practical problem relates to the use of library resources. Small college library holdings are not primarily designed or organized to enable students to locate and research an applied economics paper. Library staff is also limited and their familiarity and expertise in the disciplines across the college is, by definition, modest. The instructor alone, although familiar with the economic journals available, does not possess the ability to design and coordinate library research efforts on an applied topic at the undergraduate level. The all purpose library visit or tour provides only general introduction to use library resources. Lastly, holdings of college libraries necessitate early topic selection deadlines so that interlibrary loan requests can be processed successfully.

The inherent trade-offs between times allotted to select a topic, research and write the paper, and grade and return the paper may apportion the shortest block of time to the last of these items. The condensed grading time lessens the opportunity for the instructor to fully annotate the margins with comments, praise, and suggestions, violates the principle of immediate feedback when the papers are not returned until after the term break, and hinders efforts to verify suspected plagiarism. In addition, students are usually not finished writing in time to be expected to present their papers to the class. Thus, a person who has devoted the whole term to researching a topic of interest is prevented from developing oral expression skills; instead, only the grader has the opportunity to view the product of his work. Students also lose the benefits of hundreds of

hours of work, exposure to dozens of topics other than their own, and the enthusiasm of a peer possessing the same amount of expertise in the course material.

Finally, term paper assignments, regardless of their many potential virtues, are often associated with student procrastination, lack of initiative, and discouragement that are capable of producing inadequate, inappropriate, or uncompleted work. Many students lack either the discipline or self-confidence to pursue independent research in an unfamiliar area without the design and personal contact support of both instructional and library staff.

## INSTRUCTIONAL DESIGN

The obvious strategy in a successful design should be to gather as many of the advantages of the term paper while minimizing the drawbacks discussed above. One of the key control parameters is the topic selection procedure. If students receive topics which are mismatched with their interests or are either too technical or too general, the term paper is likely to be counterproductive to the educational goals of the course. Even if applicability and interest are present in the choice, a late selection deadline or lack of library and instructor support will affect adversely the quality of the papers.

The dilemma presented to the instructor is how to enable an early yet sensible choice to be made from a subject as yet new to the student. A structure of possible topics based upon either syllabus units or current issues often fails to ignite student interest in sufficient time. On the other hand, an industry case study structure (in Labor Economics, occupations are chosen) permits a choice on the basis of experience without requiring a knowledge of the issues and methodology of the course.

Because an early choice is essential to the initiation of research, a "Guide to Writing the Term Paper" (reproduced

on the following page) is distributed as part of the syllabus at the first class meeting, and a library guide (attached at the end of this paper and discussed in the next section) and a library visit (also discussed in the next section) take the place of the second class meeting.

There are three important aspects of the "Guide to Writing the Term Paper" sheet. First, a schedule of deadlines is outlined for interview by the instructor, final topic selection, and submissions of bibliography, descriptive summary, and the paper itself. Together with the library visit, this procedure permits policing, monitoring progress and a degree of hand-holding to maximize the probability of completion and the quality of the papers. Most students report a feeling of extra security and attention with this procedure; by following the schedule, some discover that the paper almost writes itself. One of the greatest disappointments of teaching is reading a paper which was well researched but where not enough time was allotted for its analysis or writing. The monitoring feature allows the instructor to assess the progress of each student and to obtain the highest quality end product that each student is capable of achieving.

The second aspect of the term paper outlined in the "Guide" is the imposition of an organizational structure on the paper. There are several purposes involved in this restriction. Since all papers involve industry case studies, the standardization of section headings provides a common basis of comparison for grading and encourages organization, balance, and completeness in research and analysis. In addition, the section headings roughly allign with the syllabus reading topics so that students may better connect the course principles with applications and analyses of their industries. As a bonus, standardized organization reduces opportunities for plagiarism and the use of "bought" papers.

The final aspect of the term paper presented in the syllabus involves emphasis upon the quality of writing and the extent of analysis. The major emphasis is placed on analysis

EXCERPT FROM SYLLABUS

Guide to Writing the Term Paper: (Be sure to consult often.)

The other 40 percent of the student's grades is determined by performance on a 15-page paper and a ten-minute oral report on the structure, conduct, and performance of one industry. The complete process involved consists of selection of an industry, attending a presentation September 2 by a representative of the Library, and interview with the instructor, submission of a bibliography and a two-page descriptive summary of the industry under study. Date and deadlines for these will be announced in advance; failure to complete or participate in any of these phases may result in a severely lower grade or an unaccepted paper (at the option of the instructor). Missed deadlines and late papers are also subject to a lowered grade. Papers lacking economics analysis or written on industries not approved in an interview are unacceptable. Papers plagiarized, quoted or paraphrased from sources not referenced, submitted in other courses, or written by another individual are subject to action by the College as outlined in the Liberal Studies Manual under "Academic Honesty Policy." The required oral report will take place during the last three weeks of class; grading is based on clarity, organization, and content. A brief question and answer period will follow each oral presentation. Oral reports can affect the paper grade by up to one-half a grade point. Students who fail to turn in an acceptable paper and present an oral report, may not receive credit for the course.

The term paper is due Friday, December 9. Sign up sheets for the instructor interview will be circulated in class and placed on my door. Try to choose a topic early since duplicate topics will not be approved. Industries treated in the Adams book may not be chosen. Be careful not to select a topic that is too broadly defined to constitute an "industry"; the firms in the industry must consider each other to be rivals producing products (goods or services) that many purchasers (consumers or other producers) consider very close substitutes. You should also attempt to arrange a plant tour, if at all feasible, of a regional firm in your industry; interviews with distributors, retailers, or suppliers are another source of information. Literature of firms and industry trade associations may also be requested by mail.

Once you have an industry to analyze, you will want to research the character of and trends over time in structure--number and size distribution of the firms, and concentration; barriers to entry due to production, distribution or marketing economies of scale, vertical integration, and brand loyalty built up through advertising; extent and nature of the product, conditions of sale and potential for product differentiation; and buyer power. These structural characteristics may then be employed to explain the historical record of conduct in the industry and predict future behavior--successfulness of price fixing and market allocation attempts, methods of collusion employed (price leadership, basing point, trade associations, etc.), extent of non-price competition (advertising and other forms of product differentiation; innovations, research and patent strategies), use of limit pricing, merger movements (horizontal, vertical, or "conglomerate"). Finally, the aspects of performance you determine from research--extent of monopoly profit earnings, resistance to changes in technology and consumer tastes and needs, X-inefficiency (organizational slack)--should then be attributable to the structure and conduct traits found. Comparison and contrast with industries in the Adams book should be made wherever possible.

A superior paper also should contain most of the following:

-Identification, size ranking, and description of the major films in the industry.
-Thorough and diverse literature search of periodicals and interlibrary loans.
-Extensive referencing of Shepherd and Adams in economic analysis and comparisons with other industries.

Excerpt From Syllabus (continued)

-A presentation of the complete production process including inputs, technology, scale of operations, and distribution.
-Investigation of any encounters with government via price fixing, mergers, regulation, government contracts, etc.
-Relation of industry with input suppliers, product buyers, unions, and industries producing substitute products.
-A societal view of the industry's problems and performance, without the marketing "hype" and financial shenanigan approach found in most business periodicals.
-A historical perspective of the roots and evolution of the industry since its inception.

Reference citations and brief quotations from your bibliography should be employed to present all information and justify all analyses. Such extensive referencing may be easily accomplished by the following shorthand method: first, number bibliography entry number, a comma, either "p." or "pp.", and the pages on which that quote or piece of information may be found. Thus,

> U.S. Steel has been the largest firm in the steel industry throughout this century (6, p. 20). However, its share of the market has declined continuously until it now constitutes only 31 percent of the industry (6. pp. 28-9). Its price leadership role has been "seriously eroded" and "frequently challenged" by "upstart newcomers who never would have risked the wrath of the turn-of-the-century Carnegie Empire" (13, p. 76).

Note that 6 and 13 are the reference numbers from the bibliography list and that the reference notation precedes most punctuation except quotation marks.

Papers should first be outlined and then go through several drafts before submission. The final draft should be carefully proofread to prevent spelling and grammar errors in the typed copy. The paper must be divided into the following sections: Introduction, History and Basic Conditions, Structure, Conduct, Performance, Conclusion, with more specific subsections as necessary. There must be Introduction and Conclusions sections of about one full page in length each. Weak, short, or irrelevant intros and conclusions are signs of disrespect for the reader. The introduction must summarize everything you are going to do and say in the paper, and the conclusion should summarize everything you have done. Neither should have any substantive bibliographic references. The introduction should set forth only those issues and problems dealt with in the body of the paper while the conclusion may make judgements only based upon analysis done earlier in the paper. Unfounded speculation and unwarranted conclusions have no place in your paper. A separate Table of Contents page must follow the title page.

Papers should employ formal english. The "I," "me," "my," and "we" should not appear nor should any statement about how you became interested in the topic and a play-by-play description of difficulties you experienced in researching in researching and writing this paper. You should also be on guard against cliches and informal speech. Know when to use qualifiers; try not to exaggerate with superlatives for effect, but don't dilute with words like "often," "usually," "might," "likely to" when "always," "must," or "is" are more appropriate.

Finally, don't let your sentences or language get out of control. Too many dependent clauses, over use of the passive voice, and complex sentence structures may detract from the flow and readability of your paper and often make your major arguments obscure. Use of pretentious verbiage can also achieve the same result. It is advisable to finish your research early. This allows for a gestation period between drafts for you to view your writing more objectively. In addition, it will permit you the writing time to do justice to your weeks of research effort. Many papers visibly deteriorate between page two and page twenty in everything from grammar to logic to typing errors.

**(Refer to Shephard, page 5.)

of the industry in terms of the theory of the course. Proper perspective and an economic point of view are also stressed.

Throughout, the economic education principle is employed that an instructor is going to receive very few good papers if he leaves the students guessing about what he wants. A well-defined design and set of learning objectives for the term paper must be set forth at the beginning and carefully integrated into the rest of the course. Once the goals and objectives of written and oral expression, research and analytical skills, and applicability and complementarity with the syllabus mastery objective have all been identified, their translation into performance evaluation becomes an easy task to write-up for the students in the "Guide."

A final note deserves mention regarding the coordination of readings, testing and oral reports. The last (of three) exams are given a full week prior to the paper due date so that the writing and re-writing is undisturbed by other course responsibilities. In addition, the last few topics covered in the readings and in class have been selected on the basis of their low degree of usefulness to analysis of specific industry cases. The papers are then due in early enough for students to present their oral summary (required) during the last two and one-half weeks of class and for the instructor to return the papers in a timely manner. An additional dividend for the professor is that hearing the oral presentation familiarizes him/her with the subject matter, thus facilitating the grading process of the written paper.

## LIBRARY DESIGN

### Introduction

> The current catch phrase is lifelong learning. . . . Library instruction is essential to lifelong learning. Education for lifelong learning begins to become a reality when people acquire an awareness of the literature in their chosen fields and learn how it is available, how they can gain access to pertinent information from that literature, how to evaluate it, and how to organize and use it (3, p.4).

Bibliographic instruction is the general term used by librarians today in speaking of their role in formally assisting students in the acquisition of this awareness of the literature in their fields (6, p.3). Course-integrated instruction is the specific type of bibliographic instruction employed in this course, since it is an integral component of the course (1, p.58). Together the instructor and the librarian set the instructional objective: to help students locate sufficient quality information on their individual industries so that they may analyze their industries' performance and hence write an acceptable paper.

The methods used, a single lecture held in the library and a printed library guide for each student, are those appropriate for a highly specialized assignment and a relatively small group of students. These methods are designed to fulfill the standard bibliographic instructional goals: "to enable [the] student to acquire expertise in search techniques, to use major interdisciplinary bibliographic tools, [and] to use major bibliographic tools in his/her own subject area " (2, p.17). It is the expectation that this learning situation will enable students to generalize from this specific instance to future situations requiring information seeking behavior.

### Preparation

The ability of the library's collection to support such a course should be assessed and significant gaps in holdings filled. With the possible exception of the largest business and university library collections, no one library will

have sufficient materials on all possible industries. The solution is student use of the interlibrary loan system to secure trade journal articles and other materials pertinent to only one industry. Such sharing of materials makes optimal use of the combined resources of a group of libraries such as those in SUNY or in a regional network of public and private institutions, while minimizing the disadvantages of small library holdings.

Most academic libraries will already have the key reference tools: the Business Periodicals Index, newspaper indices, and the Monthly Catalog. Any funds available for this course should be used for additional bibliographies to help students identify useful materials and for directories such as those listed in the Library guide (Attached). For officially designated federal depository libraries, government documents are a source of free materials on a wide variety of industries. The instructor may want to work with the government documents librarian in selecting appropriate titles from the Government Printing Office's List of Classes (7), the official list of the more than 5,000 categories of documents which are available.

The instructor in consultation with the librarian works out a syllabus which allows time for the students to secure materials through the interlibrary loan system. It's wise to alert the interlibrary loan staff to this assignment since it may substantially increase their work load.

Library Guide

The Library Guide was designed to partially fulfill the bibliographic instructional objective: to help students locate sufficient quality information on their industries . . . (Attached). Its flowchart, step-by-step format helps students employ an efficient "search strategy" for finding their information (1, p.59). Key steps resulting from breaking up the objective into its component parts are described below.

First, the students are given a number of suggestions to help in selecting

an industry which interests them: browse in several reference books, in current business magazines and in the section of the stacks containing a high concentration of materials on individual industries. The next step is to consult the card catalog and periodical indices to determine whether there exists a sufficient but not overwhelming amount of easily obtained information on the industry, as the assembly of a bibliography becomes the major focus. More complex bibliographic tools such as the Monthly Catalog,[1] the subject catalogs of the Library of Congress, and other specialized bibliographies are suggested for those interested in delving deeper. At this point, the student should have a preliminary bibliography of books, reports and articles for submission to the instructor.

Interwoven among the steps detailing bibliographic tools are steps designed to help the student understand the services and procedures of the individual library, i.e. techniques for locating periodical issues, for having apparently-lost books searched for by the library staff, for re-calling books signed out to other users and for submitting interlibrary loan requests.

The preliminary bibliography having been completed, the next steps are designed to help the students understand the industrial processes of their industries, locate a possible plant to visit, find definitions of terms, and locate statistical data to undergird their analyses. The final step provides for help in the actual writing of the paper.

Library Lecture

The second half of the library component is the holding of one of the first class sessions in a classroom in the library. At this time the Library Guide is distributed, and the librarian, using the Brewing industry as an example, out-

[1] In libraries with separate collections of uncataloged government documents, the Monthly Catalog is the chief source for locating Federal publications and would be assigned a higher priority in such a guide. At SUNY Potsdam most government documents are cataloged and integrated into the library's collection so that students discover them when searching by subject in the card catalog.

lines the search strategy to be employed by means of overheads and/or hand-outs (see next page). The presence of the instructor during this session has been found to be important both in ensuring student attendance and in reinforcing the importance of the library research component; a certain amount of give and take between instructor and librarian appears to be valuable (3, p.72). Timing of the class session is critical; the greatest learning is likely to occur when students are ready to begin their research (3, p.91).

The concept of quality information is introduced in the lecture: students are urged to be selective in choosing from among the many magazine and newspaper articles listed under a particular industry in periodical indices. In order to counter the students' bias for recent information, the value of historical information on an industry is emphasized. Major bibliographic tools explained include the card catalog and its scheme of subject headings, a periodical index, the Statical Abstract, Census of Manufactures and the Monthly Catalog. Students are encouraged to visit larger libraries whenever possible and are reminded of the "Open Access" policy under which a student with an ID card from one SUNY unit may borrow from any other SUNY unit.

Extension of Method to Other Economics Courses

Similar flowchart format guides have been used to help students with papers in other Economics courses. However, a library lecture has not been consistently a part of each course each time it is offered. For a course in labor economics, each student writes an economic analysis of a different occupation. Students in courses in international economics and economic development write economic analyses of individual countries. Finally, students select a city or region to analyze in the Urban and Regional Economics course.

*Brazil - Social policy. (cont.)*

Nitsch, Manfred. Social policy measures and the distribution of wealth and income--as exemplified by Brazil. charts *Economics (Tübingen) 21:65-90 '80*

**BREAKEVEN ANALYSIS.** See Cost-volume-profit analysis.

**BREAKFAST FOODS.** See Cereal foods.

**BREEDER REACTORS**

† United States. House. Com. on Science and Tech. Alternative breeding cycles for nuclear power: an analysis (revised August 1980); report. Smith, Marcia S. and others. '80 xii+124p tables diags charts (96th Cong., 2d Sess.) (Serial AAA) (Com. Print) pa —*Washington, DC 20515*
Prepared by the Congressional Research Service, Library of Congress.

(6) † United States. House. Com. on Science and Tech. Oversight of breeder reactor development in the United Kingdom. Wydler, John W. '80 v+35p table diags map plan (96th Cong., 2d Sess.) (Serial JJJ) (Com. Print) —*Washington, DC 20515*

→ **BREWING INDUSTRY**
*See also*
→ Advertising - Brewing industry.

(1) Adolph Coors: brewing up plans for an invasion of the East Coast. il table *Bus Week p 120+ S 29 '80*

(2) Davidson, Harold O. The bell doesn't toll for all small brewers: a decade ago, Wall Street predicted the imminent demise of local and regional brewers; they were wrong. table *Beverage World 100:29+ Mr '81*

(3) Geddes, John M. Ailing industry: the Germans drink a great deal of beer, but not enough to suit the beer makers. *Wall St J 196:38 Ag 28 '80*

Ingrassia, Lawrence. Milwaukee's brewers fall on hard times, squeezed by longtime leader and upstart. chart *Wall St J 198:31+ Jl 28 '81*

Pittsburgh Brewing: big-time tactics with a hometown touch. il *Bus Week p 124+ S 29 '80*

(4) Yancey, Dwayne. Elkton [Va.]: will it find salvation in a six-pack? [possible impact on the town of the opening of an Adolph Coors Co. brewery]. il *Commonwealth (Va) 48:20-30 Mr '81*

**Marketing**

*Statistics*

Top beer markets [100 major markets; United States]. tables *Beverage World 100:40+ Ap '81*

(5) Wine marketing handbook, 1980; including malt beverage marketing supplement. Hecht, Dan, ed. '80 198p il tables charts maps index pa $15—*Gavin-Jobson Associates, 488 Madison Av., New York, NY 100222*
Includes a 21-page directory of media personnel.

**BREZHNEV, LEONID IL'ICH**

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Buff book 2, 82-8946

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**Bremerton metropolitan area (Wash.) — Census, 1980.**
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→ **Brewing industry — Statistics — Periodicals.**
Beer, 82-8806

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Business Accounting and Foreign Trade Simplification Act : joint hearings before the Subcommittee on Securities and the Subcommittee on International Finance and Monetary Policy of the Committee on Banking, Housing, and Urban Affairs, United States Senate, Ninety-seventh Congress, first session, on S. 708 ... May 20 and 21, June 16, July 23 and 24, 1981., 82-4209

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Standard specifications for construction of roads and bridges on federal highway projects., 82-2231

from abstract volume

Monthly Caption title. At head of title: Statistical release. "Report symbol: 76" Description based on: Oct. 1978. Indexed by: American statistics index ISSN 0091-1658 1. Distilling industries — Statistics — Periodicals. I. United States. Bureau of Alcohol, Tobacco, and Firearms. OCLC 03457867

82-8806

T 70.9/4:(date)

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T 70.13:(nos.)

Industry circular / Department of the Treasury, Bureau of Alcohol, Tobacco and Firearms. Washington, D.C. : The Bureau, Dept. of the Treasury, Bureau of Alcohol, Tobacco and Firearms, Washington, DC 20226 v. ; 27 cm. Irregular Caption title. Description based on: No. 79-1 (Apr. 19, 1979). ISSN 0364-5789 1. Industry and state — United States — Periodicals. I. United States. Bureau of Alcohol, Tobacco, and Firearms. OCLC 02565440

## UNITED STATES INTERNATIONAL TRADE COMMISSION
## Washington, DC 20436

82-8809

TC 1.34/2:(nos.)

United States International Trade Commission. Library.
Library news & acquisitions. [Washington, D.C. : International Trade Commission, Library, v. : ill. ; 28 cm. Irregu-



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SIDE 1

SIDE 2



**BEVERAGES**

**2082 Malt Beverages**

Establishments primarily engaged in manufacturing all kinds of malt beverages. Establishments primarily engaged in bottling purchased malt beverages are classified in Industry 5181.

* Ale
Beer (alcoholic beverage)
Breweries
Brewers' grain
Liquors, malt
Malt extract, liquors, and sirups
Near beer
Porter (alcoholic beverage)
Stout (alcoholic beverage)

**2083 Malt**

Establishments primarily engaged in manufacturing malt or malt byproducts from barley or other grains.

Malt: barley, rye, wheat, and corn
Malt byproducts
Malthouses
Sprouts, made in malthouses

**2084 Wines, Brandy, and Brandy Spirits**

Establishments primarily engaged in manufacturing wines, brandy, and brandy spirits. This industry also includes bonded storerooms which are engaged in blending wines. Establishments primarily bottling purchased wines, brandy, and brandy spirits, but which do not manufacture wines and brandy, are classified in Industry 5182.

1977 Census of Manufactures. v.1

Table 7. **Share of Value of Shipments Accounted for by the 4, 8, 20, and 50 Largest Companies in Each Manufacturing Industry: 1977 and Earlier Years**—Con.

| 1977 code | Industry and year[1] | Companies[2] (number) | Value of industry shipments[3] Total (million dollars) | Percent accounted for by[4]-- 4 largest companies | 8 largest companies | 20 largest companies | 50 largest companies | Primary product specialization ratio[5] (percent) | Coverage ratio[6] (percent) | Standard error of estimate[7] (percent) |
|---|---|---|---|---|---|---|---|---|---|---|
| | | MAJOR GROUP 20, FOOD AND KINDRED PRODUCTS--Con. | | | | | | | | |
| 2082 | Malt beverages....1977.. | 81 | 6,632.6 | 64 | 83 | 98 | 99+ | 100 | 100 | (X) |
| | 1972.. | 108 | 4,034.6 | 52 | 70 | 91 | 99 | 100 | 100 | (X) |
| | 197C.. | (NA) | 3,684.6 | 46 | 64 | (NA) | (NA) | (NA) | (NA) | 1 |
| | 1967.. | 125 | 2,929.7 | 40 | 59 | 86 | 98 | 100 | 100 | (X) |
| | 1966.. | (NA) | 2,699.9 | 39 | 56 | (NA) | (NA) | (NA) | (NA) | 2 |
| | 1963.. | 171 | 2,313.1 | 34 | 52 | 78 | 94 | 100 | 100 | (X) |
| | 1958.. | 211 | 1,979.7 | 28 | 44 | 68 | 88 | 100 | 100 | (X) |
| | 1954.. | 263 | 1,857.1 | 27 | 41 | 60 | (NA) | 100 | 100 | (X) |
| | 1947.. | 404 | 1,316.0 | 21 | 30 | 44 | (NA) | 100 | 99 | (X) |
| | 1935.. | (NA) | (NA) | 11 | 17 | (NA) | (NA) | (NA) | (NA) | (X) |

* See footnotes at end of table.



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# STATISTICAL ABSTRACT OF THE UNITED STATES

## Beverage Industry

### No. 1429. Alcoholic Beverages—Summary: 1960 to 1980

[For years ending June 30 except, beginning 1977, ending Sept. 30. Includes Puerto Rico. Excludes imports. See *Historical Statistics, Colonial Times to 1970*, series P 235 for beer production, and P 238a for distilled spirits]

| ITEM | Unit | 1960 | 1965 | 1970 | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 |
|---|---|---|---|---|---|---|---|---|---|---|
| Beer: Breweries operated | Number | 229 | 197 | 154 | 117 | 96 | 95 | 89 | 86 | 88 |
| Production | Mil. bbl.[1] | 95 | 108 | 135 | 158 | 161 | 170 | 178 | 184 | 192 |
| Imports (incl. ale, etc.)[2] | Mil. bbl.[1] | (NA) | (NA) | (NA) | 1.7 | 2.4 | 2.8 | 3.1 | 4.1 | 3.4 |
| Value of shipments (SIC 2082)[3] | Mil. dol. | (NA) | 2,470 | 3,822 | 5,641 | 6,025 | 6,653 | 7,539 | 8,353 | (NA) |
| Tax-paid withdrawals | Mil. bbl.[1] | 88 | 100 | 123 | 147 | 149 | 158 | 160 | 167 | 172 |
| Stocks on hand, June 30 | Mil. bbl.[1] | 11 | 13 | 15 | 14 | 14 | 14 | 14 | 14 | 15 |
| Per capita consumption[4] | Gallons | 24.0 | 25.5 | 28.8 | 32.8 | 31.2 | 32.3 | 33.1 | 34.0 | (NA) |
| Of domestic output | Gallons | 23.9 | 25.3 | 28.4 | 32.4 | 30.8 | 31.8 | 32.4 | 33.1 | (NA) |
| Distilled spirits: | | | | | | | | | | |
| Production facilities operated | Number | 178 | 153 | 140 | 115 | 107 | 98 | 101 | 135 | 143 |
| Warehouses operated | Number | 241 | 268 | 274 | 241 | 233 | 222 | 220 | 210 | 200 |
| Production, total[5] | Mil. tax gal.[6 7] | 273 | 278 | 355 | 278 | 234 | 225 | 268 | 246 | 236 |
| Whisky | Mil. tax gal.[6 7] | 150 | 118 | 180 | 50 | 79 | 82 | 71 | 104 | 87 |
| Tax-paid withdrawals, total[5] | Mil. tax gal.[6 7] | 178 | 205 | 256 | 295 | 304 | 296 | 321 | 318 | 330 |
| Whisky | Mil. tax gal.[6 7] | 84 | 90 | 112 | 137 | 136 | 138 | 136 | 125 | 42 |
| Stocks on hand, June 30, total[5] | Mil. tax gal.[6 7] | 932 | 990 | 1,091 | 836 | 782 | 728 | 670 | 650 | 606 |
| Whisky | Mil. tax gal.[6 7] | 814 | 841 | 980 | 780 | 723 | 668 | 611 | 596 | 566 |
| Bottled for consumption, total | Mil. wine gal.[8] | 304 | 344 | 312 | 357 | 389 | 381 | 380 | 379 | 391 |
| Whisky | Mil. wine gal.[8] | 147 | 161 | 182 | 182 | 179 | 168 | 170 | 166 | 166 |
| Per capita consumption[9] | Wine gal.[7] | 1.87 | 2.13 | 2.61 | 2.49 | 2.11 | 2.67 | 2.78 | 2.70 | (NA) |
| Of domestic output | Wine gal.[7] | 1.54 | 1.86 | 1.91 | 1.75 | 2.00 | 1.93 | 2.02 | 1.96 | (NA) |
| Still wines: Production[10] | Mil. wine gal.[8] | 511 | 585 | 713 | 782 | 780 | 771 | 731 | 730 | 662 |
| Tax-paid withdrawals[11] | Mil. wine gal.[8] | 148 | 183 | 204 | 287 | 303 | 308 | 313 | 328 | 340 |
| Stocks on hand, June 30[12] | Mil. wine gal.[8] | 143 | 157 | 207 | 325 | 325 | 392 | 431 | 485 | 488 |
| Per capita consumption[4] | Wine gal.[7] | 1.36 | 1.44 | 1.70 | 2.20 | 2.40 | 2.45 | 2.54 | 2.60 | (NA) |
| Of domestic output | Wine gal.[8] | 1.28 | 1.32 | 1.52 | 1.98 | 1.95 | 2.35 | 2.01 | 2.02 | (NA) |
| Effervescent wines:[13] | | | | | | | | | | |
| Production | Mil. wine gal.[8] | 4.1 | 6.4 | 20.0 | 20.0 | 20.2 | 21.2 | 23.8 | 24.4 | 26.8 |
| Tax-paid withdrawals | Mil. wine gal.[8] | 3.3 | 5.7 | 17.1 | 18.5 | 18.8 | 20.3 | 21.2 | 22.1 | 24.1 |
| Stocks on hand, June 30 | Mil. wine gal.[8] | 2.7 | 3.8 | 8.1 | 9.0 | 9.4 | 10.4 | 11.4 | 12.1 | 11.9 |
| Per capita consumption[4] | Wine gal. | .04 | .06 | .15 | .12 | .14 | .16 | .15 | .15 | (NA) |
| Of domestic output | Wine gal.[8] | .03 | .05 | .13 | .12 | .12 | .14 | .13 | .12 | (NA) |

NA Not available. [1] Barrels of 31 wine gallons (see footnote 8). [2] Source: U.S. Bureau of Census, *Imports for Consumption, General Imports*, FT 246. [3] Source: U.S. Bureau of Census, *Census of Manufactures, 1977*, and *Annual Survey of Manufactures*. [4] Source: U.S. Dept. of Commerce, Bureau of Industrial Economics. Based on U.S. Bureau of the Census estimated population 18 years old and over, as of July 1, including Armed Forces abroad. [5] Excludes alcohol produced for industrial use. [6] A tax gallon for spirits of 100 proof or over is equivalent to the proof gallon; for spirits of less than 100 proof to the wine gallon. (See footnotes 7 and 9.) [7] A proof gallon is the alcoholic equivalent of a U.S. gallon at 60°F, containing 50 percent of ethyl alcohol by volume. [8] Includes ethyl alcohol. [9] A wine gallon is the U.S. gallon equivalent to the volume of 231 cubic inches. [10] Production represents total amount removed from fermenters, including distilling material, and, beginning 1970, includes increase after fermentation (by amelioration, sweetening, and addition of wine spirits). In 1975, 359 million gallons of distilling materials were produced; 1976, 343 million gal.; 1977, 347 million gal.; 1978, 258 mil. gal.; 1979, 259 mil. gal.; and 1980, 184 mil. gal. [11] Includes special natural wines. [12] Excludes distilling materials. [13] Includes champagne, other effervescent wines, and artificially carbonated wines.

Source: Except as noted, U.S. Bureau of Alcohol, Tobacco, and Firearms, *Alcohol and Tobacco Summary Statistics*, annual.

## RESULTS

No formal experimental design was employed to test the effectiveness of the procedure outlined in the previous two sections, primarily because the procedure itself was implemented over a three year period and is still evolving. The library guide and syllabus guide have been revised extensively , the major text changed, a greater emphasis placed upon corporate publications, interviews, plant visits, and local price-cost margin surveys as references, and a move from voluntary to required oral presentations has been installed for the course in Industrial Organization. Instructors at other colleges are invited to report on effects of adopting some or all of these ad hoc recommendations. Differential performance measures for evaluation may include the following: percent of papers submitted on time, percent not submitted at all, course drop rate, course evaluation responses with special section added for term paper responses, grade distribution of papers and exams, and frequencies of certain deficiencies in proofreading, organization, analysis, and bibliography. Of course, the control group would vary with the instructor's prior method and philosophy of teaching. New behavioral objectives such as development of oral expression skills would have to be assessed in absolute terms if those goals had not been sought in the prior course format.

A summary listing of the topic choices over the three years is presented on the following page. Of the 76 papers actually completed, those associated with industries of northern New York (dairy and wood products) and of New York State (wine, photographic equipment, air conditioners, etc.) were popular choices, sometimes requiring students to resort to their second or third choice to prevent duplication. The greater familiarity with consumer goods most likely resulted in students selecting these 76% of the time over produc er goods industries. Non-durable goods industries were a mild prefence (43 to 33) over durable and semi-durable items. Only manufacturing industries were acceptable for topics.

A strong systematic pattern resulted in preference by gender. Although over one-third (35%) of males chose producer goods, female students selected them only 8% of the time. The popularity of consumer goods among women may be due to a lack of previous exposure to production processes and operations or a greater interest in products marketed by mass advertizing. No similar differentials by sex were uncovered between durable versus non-durable selection.

Modifications in design and stiffer penalties (no credit for the course unless a paper is submitted) in the third year (1983) made possible the first class where all students who took the three exams also completed the paper eventually. Despite progressively increasing demerits, late submission continued to be a substantial problem, constituting over one-third (nine of twenty four) of the paper in the third year.

INDUSTRY TOPICS FOR PAPERS COMPLETED IN 1981-83

Consumer Goods

Non-Durables

Food: Ice Cream (2); Cheese (3); Processed Milk; Chocolate (2); Coffee; Wine (3); Distilled Spirits; Sweeteners; Cookies/Crackers; Frozen Fruit/Vegetables; Chewing Gum; Soft Drinks (2).

Non-Food: Cigarettes (2); Pet Food (3); Aspirin/Pain Relievers; Cold Remedies; Vitamins; Cosmetics; Soap; Tissue (Paper); Greeting Cards; Film (Camera).

Durables and Semi-Durables

Books; Sporting Goods (2); Toys and Games (2); Dolls; Records; Instant Cameras; Cameras (Non-Instant); Air Conditioners (2); Lawn Mowers; Silverware (2); Jewelry; Watches/Clocks (2); Boots; Tires; Mobile Homes; Private Aircraft.

Producer Goods

Non-Durables

Paper (2); Sawmilling (2); Veneer; Plywood; Financial Printing; Aluminum; Glass Containers; Chlorine/Alkalies; Sulfuric Acid.

Durables and Semi-Durables

Farm Machinery; Commercial Aircraft; Typewriters; Copiers; Elevators; Insulated Cable & Wire; Optical Lenses; Electric Lamps (Bulbs).

Evaluation of bibliographic instruction, as for college instruction generally, is in its infancy (3, p.94). Evaluation of the bibliographies appended to the students' papers is, however, one possible way of judging whether the instructional objective of the library research component of the course has been met (5).

The total number of references in any one of the 23 papers submitted in the fall semester, 1983, ranged from a high of 38 to a low of 8, the average being 18. The number was greater in the papers earning higher grades, the upper third of the papers averaging 22 references and the lower third averaging 14.

The quality of references is harder to measure. A variety of types of materials was thought to be optimal. The table below lists the types of materials found in the bibliographies:

| | |
|---|---|
| Articles in: | Government reports |
| General business magazines | Statistical compilations/Census of Manufactures |
| Trade journals | Directories |
| Newspapers | Other books |
| General magazines | Interviews/Plant tours |
| Encyclopedias/Handbooks | Corporate annual reports/mailings |
| Investment analyses | |

Of these 12 possible types, the average number referenced in any single paper was just under 6, the number ranging from a high of 8 of the 12 types to a low of 2. There was no significant difference between the number of types referenced by those earning high and low grades.

Students evidently understood how to use periodical indices in general and the Business Periodicals Index (BPI), in particular. Twenty eight different titles (12 general business magazines and 16 trade journals) which are indexed in BPI were cited. Only one student did not include any periodical articles in her bibliography. The titles cited by the most students were Advertising Age (cited by 9), Business Week (8), Wall Street Journal (7), Forbes (5), and the New York Times (5).

Since the bibliographies appeared to be satisfactory even in some of those papers earning poorer grades, evidently almost all students were able to find sufficient materials; the lower grades were apparently due to the inability to adequately analyze the materials found.

The following analysis of interlibrary loan requests may be more important as a library work load factor than as a measure of the effectiveness of the bibliographic instruction. Two-thirds of the students submitted a total of 123 requests for materials through the library's interlibrary loan program; the number of requests ranged from a high of 19 to a low of 3, the average being 8 per student requesting. Two-thirds of the books, reports and articles requested were actually obtained for the students. This compares unfavorably with recent annual fill rates for all library users of 80-85 percent. Possible explanations for non-filled requests are limitations placed on the number of recent articles from any one periodical due to copyright restrictions and difficulties in obtaining relatively obscure titles found through the subject catalogs of the Library of Congress. For additional comparison these 123 requests submitted during September and October, 1983, represented just under 20 percent of the total number of requests submitted by all library users during these two months.

## CONCLUSIONS AND POSSIBLE FURTHER MODIFICATIONS

Althoughno comprehensive experimental design or statistical testing was able to be conducted, the authors believe that the approach has been fairly successful. Based upon clearly defined behavioral goals and objectives deduced from a listing of the positive factors available from a term paper, a procedure was formulated which avoided many of the implementation difficulties associated with drawbacks enumerated earlier. Designing the course around the term paper, rather than splicing it on as an appendix to the course also enables attainment of coherence and compatibility with the broader course objectives. Instructor and librarian working closely in the course design, while involving higher fixed costs initially in time and resources, results in more achievable term paper goals, greater involvement of library personnel directly into the educational process, and higher quality student research.

Certain changes in the procedure outlined in this paper are already being considered. The antitrust aspects of the Industrial Organization course will be spun off this year into a new course so that more emphasis can be placed upon fewer units in the course; this change will permit greater class time devoted to theory directly applicable to the papers.

A plant tour and outside speaker from industry are also planned for this year so that students have a first hand reference for applying the perspectives of economics to the business world. Many papers have virtually ignored the production process, distribution, and relationships to factor markets in favor of the more charismatic areas of advertising and mergers. This lack of balance has resulted frequently in analysis biased in favor of "quick fixes" rather than long term economic efficiency.

The combination of the lecture and the guide seem to be effective, but no evaluation other than that presented above has been attempted so far. The lecture reinforces the economical search strategy presented in the guide and includes important concepts and explanations of tools which are not easily included in it. Due to careful timing of the components of the research, possibilities for learning are maximized, and the step-by-step approach seems to have ensured success in finding suitable materials.

An advantage of the lecture is the possibility of personal interaction. Disadvantages include the need for teaching skills on the part of the librarian and the fact that some of the tools discussed may not be used for a month or more. Another disadvantage is that since the lecture is aimed at students who already have acquired elementary skills in using the card catalog and periodical indices, those students already sophisticated in library research techniques may be bored while those with little library experience may be somewhat lost.

Although the flow-chart type of guide has the advantage of being economical of students' time, it has the potential disadvantage of prescribing a search strategy so narrow that generalization to future information seeking may be difficult. Additional disadvantages include the need for frequent revision as reference tools are acquired by the library and the misleading idea that the guide lists all possible tools. A brief evaluation form may be incorporated into future editions of the guide.

Another possible way of measuring the effectiveness of the bibliographic instruction would be to determine whether the students have found most of the materials on their industry which are in the library's card catalog. Preliminary checking of papers indicated that some had not, supporting the conclusion reached by many that Library of Congress subject headings are difficult to use (4). More emphasis may be placed on them in future library lectures.

BIBLIOGRAPHY


1. Association of College and Research Libraries. Bibliographic Instruction Section. Policy and Planning Committee. Bibliographic Instruction Handbook. Chicago, Ill.: The Assoc., 1979.

2. _____ _____ Continuing Education Committee. Organizing and Managing a Library Instruction Program : Checklists. Chicago, Ill.: The Assoc., 1979.

3. Breivik, Patricia. Planning the Library Instruction Program. Chicago, Ill.: American Library Association, 1982.

4. Cochrane, Pauline. "Modern Subject Access in the Online Age." American Libraries. 15 (March, 1984): 145-148+.

5. Kirk, Thomas. "Bibliographic Instruction--A Review of Research." In Evaluating Library Use Instruction, ed. Richard J. Beeler (Ann Arbor, Mich.: Pierian Press, 1975), pp. 28-29.

6. Morris, Jacquelyn. Bibliographic Instruction in Academic Libraries : A Review of the Literature and Selected Bibliography. Syracuse, N.Y.: ERIC Clearinghouse on Information Resources, Syracuse University, 1979.

7. United States. Government Printing Office. List of Classes of United States Government Publications Available for Selection by Depository Libraries. Washington: The Office, 1983. This list is revised several times each year. Annotations of the major depository series are included in: Van Zant, Nancy P. Selected U.S. Government Series. Chicago, Ill.: American Library Association, 1978.

THE FREDERICK W. CRUMB MEMORIAL LIBRARY. STATE UNIVERSITY COLLEGE, POTSDAM, NEW YORK.

# GUIDE TO LIBRARY USE FOR THE ECONOMICS OF INDUSTRIAL ORGANIZATION

This guide is intended for use with the Library leaflets issued by the Crumb Library. For help in using the library, ask the librarian at the Information Desk.

1. Have you an idea for an industry? --No--> Browse in the following

   Reserve Books: Everybody's Business. U.S. Industrial Outlook. Glover's Development of American Industries. Woytinsky's Profile of the U.S. Economy.

   Yes

   Periodicals: Business Week, Barrons, Fortune, Wall St. Journal, economics and business sections of New York Times, Newsweek & U.S. News and World Report. (current issues)

   AND/OR

   Look in the card catalog under: U.S. Federal Trade Commission. Bureau of Economics.

   AND/OR

   Browse upstairs in the Library's HD 9000-9999 section.

2. Do you know if the library has considerable information on your industry? No→ Look up your industry in the Library's card catalog. To find the correct subject heading to use, look in the Library of Congress subject headings (the 2 red books at the card catalog) or ask for help.

   Yes

3. Does the Library have books and reports on your industry? No→ Go to step no. 5 below

   Yes

4. Are the books on the shelf so you can check them out? No→ Fill out "where" cards so the library will find them for you.

   Yes

5. Have you checked to see if CCT has books you can use? No→ Look up the name of your industry in their microfiche catalog (in Crumb Library).

   Yes

6. Have you found periodical articles on your industry? No→ Look in the following periodical indexes:
   Business periodicals index (Index table 3)
   Social Sciences Index. (Index table 3)
   Readers' guide to periodical literature. (Index table 1)

   Yes

   Newspaper index. (Ref. Room) This new "automated" index provides access to recent articles in 3 newspapers: New York Times, Wall St. Journal and the Christian Science Monitor. (see note on table re editions) For older articles, use the printed newspaper indexes on Index Table 10.

   Public Affairs Information Service. Bulletin. (PAIS) (Index, table 7) Use for locating articles, reports, etc. on governmental intervention and regulation, reports of court cases, etc.

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F & S Index of Corporations and Industries. (CCT) (Crumb has only 1967-73? Ref. HG 4961.F8)

Applied Science and TEchnology Index. (Index table 6)

International Bibliography of Economics. (Index table 7) Annual. Industry studies are classed: H.222-H.2228

Index of Economic Articles in journals ... (Index table 7) Annual. (Publishing lag is about 4 years) Industry studies are classed 631-636. Note geographic code as well as clues to county covered in title.

7. Do you know if the library has the periodicals you need? — No → Look in the Library's Periodical print-out to find out and to locate them in Crumb.

Yes

8. Does the library have the periodicals you need? — No → Submit Interlibrary Loan requests for the articles you need.

Yes

9. Have you a good basic bibliography on your industry now? — No → Look in one of the following:

Library of Congress catalog. Books: Subjects. (Ref. Z881.A1U375; shelved in Alumni Study Lounge)

Daniells, Lorna M. Business Information Sources. (Ref. Z7164.C81D16) 1976. See specially chapter 5 "Industry Statistics" and its supplement: Business reference sources. 1979. (Ref. Z 7164.C81 H273 no. 30). p. 61-75.

Encyclopedia of Business Information Sources. (Ref. HF5353.E52) 1970. 2 volumes. v. 1 contains references under individual industries (CCT has 1980 edition.)

Brownstone, David M. Where to Find Business Information. (Ref. HF5353.B715) 1979.

Monthly Catalog of U.S. Government Publications. (Index table 11) Look up your industry in the keyword title indexes of recent years.

Yes

(If the books you've found listed are not in Crumb Library, you may request them through Interlibrary Loan.)

10. Are there terms you don't understand? — Yes → Look in:

Pearce, D.W. Dictionary of Modern Economics. 1981. (Ref. HB 61.P42 1981)

Rosenberg, Jerry M. Dictionary of Business and Management (Ref. HF1002.R68) 1978.

No

11. Do you know the name of your industry's trade assoc. so you can write for more information? — No → Look in:

National trade and professional associations of the United States. (Ref. HD 2425. D53).

Yes



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12. Do you know the production processes used in your industry?

No → Look in: Encyclopedia Americana (Ref. AE5.E333) and other encyclopedias shelved nearby.

McGraw-Hill Encyclopedia of Science and Technology (Ref. Q121.M5 1982)
Van Nostrand's Scientific Encyclopedia. (Ref. Q121.V3)
The Way Things Work (Ref. T47.W3913). 2 v.

Yes

13. Do you know the SIC Code for your industry?

No → Look in: Standard Industrial Classification Manual. 1972. (Ref. HF1042.A55 1972) and Supplement. 1977.

Yes

14. Have you found the names of the major firms in your industry?

No → Look in: Standard and Poor's Register of Corporations (Ref. HG4057 .A4) Lists individual companies by SIC.

Yes

15. Do you know if there's a firm in your industry which you could visit?

No → Look in: MacRae's New York State Industrial Directory. (Ref. HC107.N7M3)

Yes

16. Have you found the concentration ratios in your industry?

No → Look in: 1977 Census of Manufactures. v.1 (Ref. HD9724.U52 1977a) p. 9-1 - 9-270.

Yes

17. Have you found basic statistical data on your industry?

No → Look in:
Statistical Abstract of the U.S. (Ref. HA202 year)
U.S. B.L.S. Productivity measures for selected industries, 1954-80. (Reserve)
Time series data for input-output industries: output, price, and employment. (Ref. HC106.7.U54 1979) Provides data from 1958 to 1976 by SIC Codes.

Yes

1977 Census of Manufactures. (Ref. HD9724 .U52 1977a) Contains raw census data for industries by SIC codes.

Business Statistics (On Reserve) Biennial supplement to Survey of Current Business. Contains historical data on production, exports and imports by industry and some advertising data. (earlier editions: HC101 .A13122)

Economic Almanac 1967/68. (Ref. HC101.E38) Contains useful historical data for individual industries. (no longer published.)

Long term economic growth, 1860/1965 (Ref. HA203.A24) Contains long term growth data for individual industries.

Industry profiles. (Ref. HC106.5.A54) Library has 1958/69 edition. Contains 12 years of data arranged by SIC codes and various industry ranking tables. Data were taken from censuses and annual surveys of manufactures.

Handbook of Labor Statistics. (Ref. HD8051.A5) Arranged by SIC codes; contains long term data such as index of output per employee hour, employee hours and output, and also occupational injury and illness incidence rates.

U.S. Federal Trade Commission. Report of the F.T.C. on rates of return in selected manufacturing industries. (Reserve Desk) Library has 1964-1973. Provides data by SIC codes.

U.S. Federal Trade Commission. Bureau of Economics. FTC Statistical report on mergers and acquisitions. (On Reserve) Annual. Access is by name of company acquired or acquiring. Also includes information on joint ventures. (earlier editions: HD2775.F92c)

U.S. Bureau of the Census. Mergers & Acquisitions, 1972-1974. (Reserve Desk) 1978. Contains data by industry.

18. Have you found recent statistical data?

- No → Look in: Silvestri, G.T. National Industry-Occupational employment matrix, 1970, 1978 and projections, 1990. (On Reserve)

U.S. B.L.S. Economic projections to 1990. (On Reserve) Contains data by industry.

Yes

Moody's Handbook of Common Stocks. (Ref. HG4501.M59) Lists major corporations comprising each industry and for each of these corporations gives recent financial data, recent developments and prospects. (CCT has other editions.)

Ward's directory of 55,000 largest U.S. corporations. (Ref. HG 4057.A5) Within each SIC industry, lists companies giving sales and employment figures.

Survey of Current Business. (HC101.A13) Monthly. Center blue pages contain data by SIC code. (Most recent issues at Reserve Desk.)

County Business Patterns: U.S. (Ref. HC101 .A184 pt. 1) Annual. Contains recent data on number of establishments, number of employees and payroll by SIC codes.

U.S. commodity Exports and Imports as Related to Output. (Ref. HF105.C137) Issued annually but several years after time period covered. Provides data, by SIC codes, on relative importance of exports and imports.

Annual Survey of Manufactures. (Ref. HD9724.A211) Provides raw data by SIC codes. Not published in years covered by Census of Manufactures. See specially the volume: Statistics for Industry groups and industries.

Statistics of Income: Corporation Income Tax Returns. (Ref. HJ4653 .C7U5) Annual. Includes data on advertising for major industries.

Advertising Age. Weekly periodical. Provides data on advertising expenditures by industry. Use Business Periodical Index to locate specific issues. (Microfilm: HF 5801.A276)

Moody's industrial manual (CCT)

Value line investment survey (CCT)

19. Have you sufficient statistical data?

- No → Look in: American Statistics Index. (ASI) (Index Table 11) Monthly with annual cumulations. Indexes individual statistical tables in U.S. government publications. Has an index "by industry."

Yes



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